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ABSTRACT

This document comprises the first of four training models prepared for use by professionals responsible for enhancing the leadership skills of current and future educators. This first module, "Coaching Secrets for School Leaders," is designed to involve participants in an analysis of coaching situations, behaviors, and competencies that are appropriate in educational settings. Emphasis is on face-to-face strategies that increase cooperation, commitment, and performance. The module includes six activities: (1) an overview; (2) articulating a compelling vision; (3) establishing a nurturing environment; (4) expressing task clarity; (5) providing opportunities to perform; and (6) giving growth-oriented feedback and follow-through. Included in these activities are instructions for the workshop leader and master pages of readings to reproduce and distribute to participants, along with masters that can be used to make transparencies for overhead projection and workshops. (TE)

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The School Improvement Leader

Four Perspectives on Change in Schools

Coaching Secrets for School Leaders

Douglas S. Fleming
Jeffrey W. Eiseman

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Foreword

The School Improvement Leader: Four Perspectives on Change in Schools is a set of four training modules. They have been prepared by The Regional Laboratory for use by professionals responsible for enhancing the leadership skills of current and future educators. Each module covers a particular aspect of effective leadership. Topics include:

- Coaching Secrets for School Leaders
- Lessons from the Business Literature
- The Role of Teams in Implementing School Improvement Plans
- Making Sure It Sticks: The School Improvement Leader's Role in Institutionalizing Change

The modules are designed to complement and build on one another, so there is a minimum amount of overlap between them. Yet each can stand alone if a trainer wishes to focus on a single aspect of leadership at any one time.

We've strived for a combination of theory and practice, so that workshop participants gain a data-based knowledge on which to build before they apply learnings. Each unit contains at least one brief reading that synthesizes the research on that topic. A master copy suitable for reproduction is provided for every module, and we recommend that participants be provided with copies of these readings either before, during, or at the conclusion of each unit.

It is anticipated that each module will take six to ten hours to complete—this might be in a full-day workshop, two half-day workshops, or a series of shorter sessions. We've provided a variety of support materials to accommodate trainers' various presentation/facilitation styles and time constraints. Support materials include masters suitable for reproduction as overhead projection transparencies, single-page handouts, or transfer to a flipchart. Trainers' instructions clearly guide but do not dictate any particular method of presentation.

Taken together or as individual professional development modules, the four research-based programs represent timely and useful frameworks for improving leadership for school improvement. They are intended for use with traditional school leaders as well as those who now share leadership at the district or building level, mentor teachers, master teachers, those sharing decision making, and anyone else playing a leadership role.

Acknowledgements

The module ***Coaching Secrets for School Leaders*** was developed by Douglas S. Fleming and Jeffrey Eiseman. The concepts and activities draw on the literature from business and instructional coaching. Practitioners who contributed ideas and reviewed the stages of the module in various forms include: Dr. Richard Lindgren, Principal, Illing Junior High School, Manchester, Connecticut; David Gibson, Headmaster, the Stowe School, Stowe, Vermont; Brian C. O'Regan, Superintendent, Barre Town School District, Barre, Vermont; Esther Campbell, Superintendent, The Block Island School, Block Island, Rhode Island; and Roland "Chuck" Kimball, University of New Hampshire, Durham, New Hampshire.

At The Regional Laboratory, Janet Angelis edited the manuscripts and proposed format changes.

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Introduction

Coaching Secrets for School Leaders

Module Purpose and Objectives

The purpose of this module is to involve participants in an analysis of coaching situations, behaviors, and competencies that are appropriate in educational settings. Emphasis is on the face-to-face strategies that increase cooperation, commitment, and performance.

This training module contains six activities, most involving several tasks. Included are instructions for the workshop leader and master pages of readings to reproduce and distribute to participants, masters that can be used to make transparencies for overhead projection or single page handouts, and worksheets.

The module as presented provides material for a whole day workshop, but a workshop leader could select material to accommodate a one hour awareness session or a half-day training session.

The following pages also provide:

- masters for overhead transparencies of the workshop objectives
- outline of the entire module
- background reading to be copied for each participant
- a sample evaluation form for participants to complete at the close of the workshop

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Workshop Objectives

Coaching Secrets for School Leaders

- **To examine the ingredients of successful coaching situations that increase staff commitment and performance.**
- **To examine both the nature of the individual ingredients as well as their interrelationships.**
- **To practice some of the key skills in a supportive environment.**

Module Outline

I. Coaching Defined

II. Articulating a Compelling Vision

- Limited set of goals
  - Worthy
  - Broad
  - Focused
  - Results-oriented
- Clear set of values
- High expectations

III. Establishing a Nurturing Environment

- Structure
- Individualization
- Personal accessibility
- Pyschological accessibility
- Support

IV. Expressing Task Clarity

- What to do
- How to do it
- Connections between the task and institutional goals

V. Providing Opportunities to Perform

- Applying the Risk Continuum

VI. Giving Growth-Oriented Feedback and Follow-Through

- Cause-effect relationships vs. value judgements
- Separate person from the behavior
- Candor

Coaching Secrets for School Leaders

— Response Form —

We would appreciate your taking a few minutes to complete this questionnaire about this workshop. Your honest feedback helps us plan future programs.

1. In general, how would you rate this workshop?

Poor		So So		Excellent
1	2	3	4	5

2. Was the information relevant to your needs?

Off the Mark		Somewhat		On Target
1	2	3	4	5

3. The organization and presentation of the sessions were:

Confusing		Okay		Clear
1	2	3	4	5

4. Through this workshop I gained: (please circle)

Practices Materials Programs Contacts Ideas

5. How do you intend to use what you've learned?

6. What was the best thing about the workshop? What was the least helpful?

7. Additional comments:

Thank you for your feedback.

Coaching Secrets for School Leaders

Overview

Coaching as a strategy for improving classroom performance appears with increasing frequency in discussions of effective inservice education practices. Bruce Joyce, Judith Warren Little, Beverly Showers, and others have demonstrated that people develop and master new skills best in coaching situations. Most of the literature on coaching techniques in educational settings envision a teacher's supervisor or colleague conducting a three-stage sequence consisting of planning, classroom observation, and feedback. The focus has been on the practice of specific instructional techniques, the application of specific observation tools, and the discussion of observations with participants. Coaching in this context is a tightly prescribed strategy used to accomplish a specific objective: mastery of a prescribed instructional skill.

Coaching as a strategy to increase organizational and individual effectiveness is slightly different. To define it, we draw on management literature from the business sector. Rich in metaphor and anecdote, the writings of Craig Hickman and Michael Silva, Paul Hersey, Tom Peters and Nancy Austin, and Ken Blanchard and Spencer Johnson describe management techniques used by successful business "coaches." Many school leaders—superintendents, principals, supervisors, and teachers—also use these strategies.

Coaching Defined

Some leaders coach and others don't. People generally enjoy working for good coaches; they report increased satisfaction with their work, greater confidence in their ability to do their jobs, and a sense of having "stretched and grown" as a result of the work experience. In **A Passion for Excellence**, Tom Peters and Nancy Austin define coaching as:

> **Face to face leadership that pulls together people with diverse backgrounds, talents, experiences, and interests, encouraging them to step up to responsibility and continued achievement, treating them as full-scale partners and contributors, and enabling them to use their own special skills and competence, then giving them enough room and time to do it.**

Coaching is not a spectator sport— the coach must be willing and able to push, pull, hug, or let go.

Ingredients of Successful Coaching Situations

Successful coaches differ among themselves with respect to personality and style: some are loud and some quiet; some are action oriented, others reflective. Personalities and styles can differ because what matters is whether the coach/leader provides all the necessary ingredients. The five key ingredients an effective coach must provide are:

- a compelling vision
- a nurturing environment
- task clarity
- opportunities to perform
- growth-oriented feedback

Articulating a Compelling Vision

The components of a compelling vision are:

- A limited set of goals. Good coaches clarify what they want to achieve, set priorities, and communicate their top two or three goals clearly.
- A clear set of values. Good coaches communicate attitudes and values. They convey both what kinds of behavior they hope to see and what kinds of behavior they will not tolerate.
- High expectations. Successful coaches let everyone know that "average" and "good" are not enough. They don't demand the impossible, but they expect that team members will give their best.

Establishing a Nurturing Environment

Leaders who assume coaching roles must divorce themselves from their roles as evaluators. It is important that teachers in a coaching situation are not hampered by the anxieties that present barriers to learning. A fear of change, self-doubts about their capacity to learn something new, and a dread of appearing incompetent—especially when the coach is also a supervisor—are all typical concerns voiced by persons new to coaching situations. These concerns are compounded when the information presented is new, technical, complex, or presented in large chunks at a time.

The components of a nurturing environment include **structure**, **individualization**, **personal accessibility**, and **support**. Each of these components is, in turn, somewhat complex.

Structure. Coaches provide structure through clarifying roles and setting limits. They ensure that each person understands what he or she is expected to do and how these responsibilities relate to those of others in the organization.

Coaches are aware of the healthy consequences of moderation as well as of the incremental nature of growth—that is, mastering complex skills is a long-term process. Despite their high expectations, they protect team members from pushing themselves beyond their abilities. Furthermore, they ensure that team members are ready before being moved into new situations.

Individualization. Coaches provide individualization through attending to differences in individual strengths, working styles, needs, and contributions. They try to help each person feel unique, included, and needed. Coaches are encouraging of individuality, as long as the team works productively to get the job done.

Personal Accessibility. Coaches ensure they are accessible by being visible, physically present, and psychologically available. Educational leaders should remind themselves that athletic team members are reassured and motivated by the watchful presence of their coach.

Physical presence is only partly related to proximity. To a much greater extent, teachers feel leaders are physically present for them if they experience a low wait time between expressing an interest in talking and actually doing so. It also means not needing to talk with more than one buffer person and not revealing their concerns to such individuals.

Psychological availability is more subtle. A leader who spends most of the time actively listening to and observing team members, eliciting not only their ideas and their dreams, but also their concerns and their feelings is psychologically accessible. Active listening enables a leader to perceive a situation from the teacher's point of view and increase the accuracy of diagnoses and the appropriateness of responses.

Support. When teachers express concerns, a supportive educational leader acknowledges both objective and subjective realities, providing access to useful resource persons and materials, and reassures them of their capacity to meet expectations. To acknowledge a teacher's objective and subjective realities, coaches must check to be sure they understand both the circumstances and relevant facts surrounding the teacher's concern and the teacher's feelings, and reactions to those circumstances and facts. Only when a leader is sure of this understanding can she or he determine which resource persons and materials might be needed and whether reassurance is appropriate.

Expressing Task Clarity

When teachers perceive what to do, how to do it, and how their actions will ultimately contribute to the achievement of their school's goals, they are clear about the task. The behaviors a leader desires must be described, demonstrated, and analyzed. In most cases, rationales for choices or actions must be given. Persons being coached must have a picture of how all the parts fit together before they can master the individual components. They must be reminded of the big picture again and again. Observation—whether "shadowing" a high performer on the job or viewing a videotape—helps to reinforce written descriptions.

Providing Opportunities to Perform

Effective coaches provide opportunities to perform that can be placed along a continuum with respect to the extent of risk involved. When teachers are trying to acquire a new skill, an educational coach will structure **skill practice** sessions in a safe setting, such as a workshop, in which the consequences of awkwardness or failure do not count. When they have developed a reasonable degree of proficiency, they are ready to become involved in ventures in which the consequences do count, but because the leader has ensured that the conditions are favorable (including the presence of others with greater skill), the risk of awkwardness or failure is low. Finally, after additional experience and competency has

been developed, teachers are ready to become involved in ventures with typical risks. High risk ventures are reserved for those with substantial experience and competence.

Giving Growth-Oriented Feedback

There are five rules to providing growth-oriented feedback:

- Take the initiative to bring up items that the recipient **can** do something about.
- Focus on **one** or two items or issues at a time.
- Focus upon the **behavior**, not upon the person.
- Emphasize **cause-effect relationships**. Indicate the consequences that a behavior caused or would be likely to cause, rather than whether it was wise or otherwise.
- Be **candid**. Candor involves responding simply and directly to questions (that is, no beating around the bush). Candor is especially important when it is most difficult—namely, when your answer may hurt or offend the other party, and when giving an answer causes you to feel awkward.

Summary

Coaching is an effective strategy that can contribute to high-performing teams. Despite the fact that coaches differ with respect to personality and style, most coaching situations demonstrate five key ingredients: a compelling vision, a nurturing environment, task clarity, opportunities to perform, and growth-oriented feedback. Two additional aspects of successful coaching are:

- Preparing participants mentally; and
- Providing frequent follow-through to assure that the new skills learned are being maintained. Coaching is a mutual activity requiring the full consent and commitment of the person being coached.

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ACTIVITY 1

Coaching Secrets for School Leaders: An Overview

Some leaders coach and others don't. People generally enjoy working for good coaches; they report increased satisfaction with their work, greater confidence in their ability to do their jobs, and a sense of having "stretched and grown" as a result of the work experience.

In this activity, workshop participants will identify the characteristics of effective coaches and apply them in educational settings.

Step 1. Using the handout, "**Coaching Defined,**" establish the definition of coaching for the purpose of this workshop. Reproduction masters for the worksheet and overheads are provided following the Trainer's Notes.

Handout 1

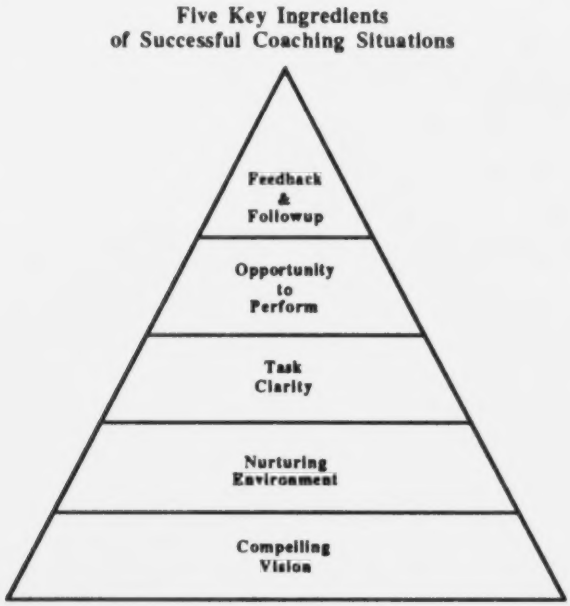
Coaching Defined

...face to face leadership that pulls together people with diverse backgrounds, talents, experiences, and interests, encouraging them to step up to responsibility and continued achievement, treating them as full-scale partners and contributors, and enabling them to use their own special skills and competence, then giving them enough room and time to do it...

Peters and Austin
A Passion for Excellence

Step 2. List or project "**The Five Key Ingredients of Successful Coaching Situations.**"

Overhead 1



Point out that the first step is to establish three foundational conditions:

- compelling vision
- nurturing environment
- task clarity

Each individual's recognition and subjective understanding of each of these conditions will not match the extent to which they are objectively present. For example, even when coaches present a complex task clearly, teachers who have not already mastered the task will start out with a far less sophisticated understanding of its individual components and their interrelationships than they will come to develop after they have accumulated substantial experience in carrying out the task.

Skill is required on the part of the coach in providing the remaining two ingredients:

- competency-based opportunities to perform
- growth-oriented feedback

As the teacher gains increased competence, the coach provides progressively more demanding opportunities.

- demands become more complex
- the path to success is more difficult to discern and travel
- the teacher is provided with greater autonomy in sizing up and coping with opportunities

If the teacher experiences difficulty or the performance does not measure up to expectations, the coach can

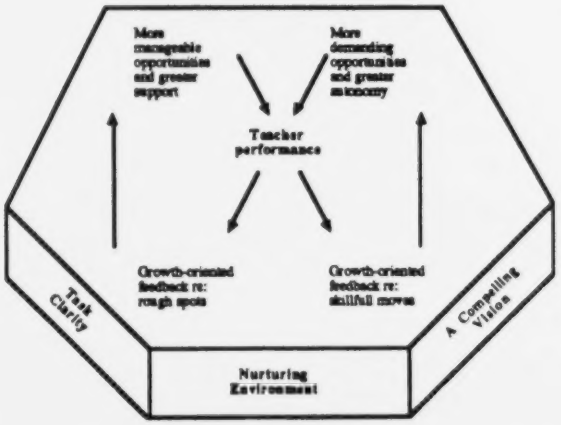
- generate or select more manageable performance opportunities
- make appropriate adjustments in the structure of already scheduled performance opportunities so that the teacher encounters a greater likelihood of success
- provide greater support, often in the form of "at-the-elbow help"

In addition to providing performance opportunities for the teacher, the coach also must meet the responsibility of giving the teacher growth-oriented feedback. Information must be provided that will help the teacher cope more effectively in future performance opportunities.

Step 3. Using the diagram, **"How the Foundations of Effective Coaching Fit Together,"** point out the two different paths: one in which the teacher's performance falls sufficiently short of the mark to require a reduction in the complexity of performance opportunities, and one in which the teacher's performance is strong enough to justify increasing the complexity. Typically, some elements of the performance are strong and reflect improvement while others reveal a need for focused attention. The judgement as to whether the level of complexity should be increased, decreased, or maintained is difficult, and skilled coaches sometimes increase the complexity of some aspects of the performance opportunity while simultaneously simplifying that of other elements.

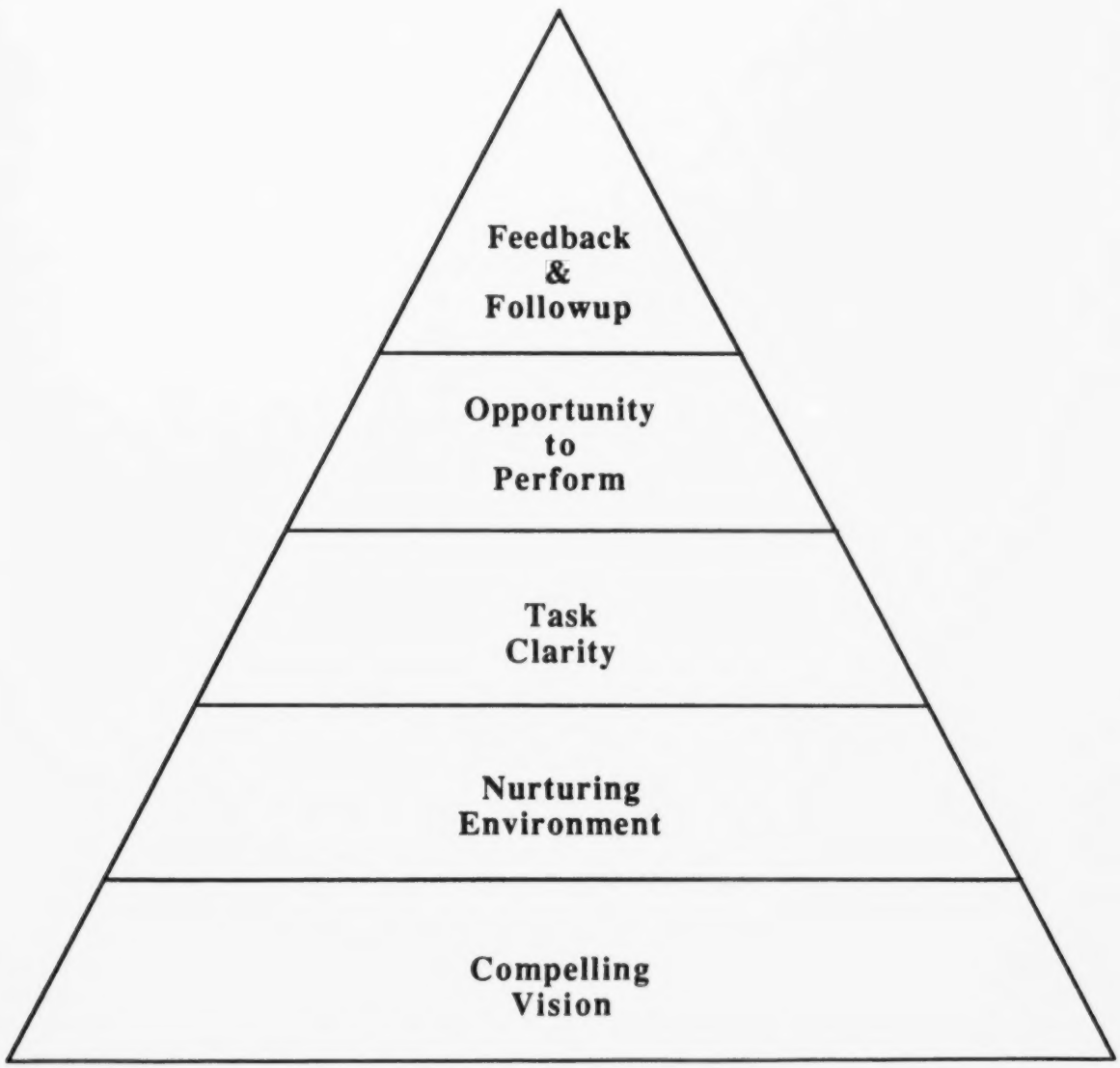
Overhead 2

How the Foundations of Coaching Fit Together

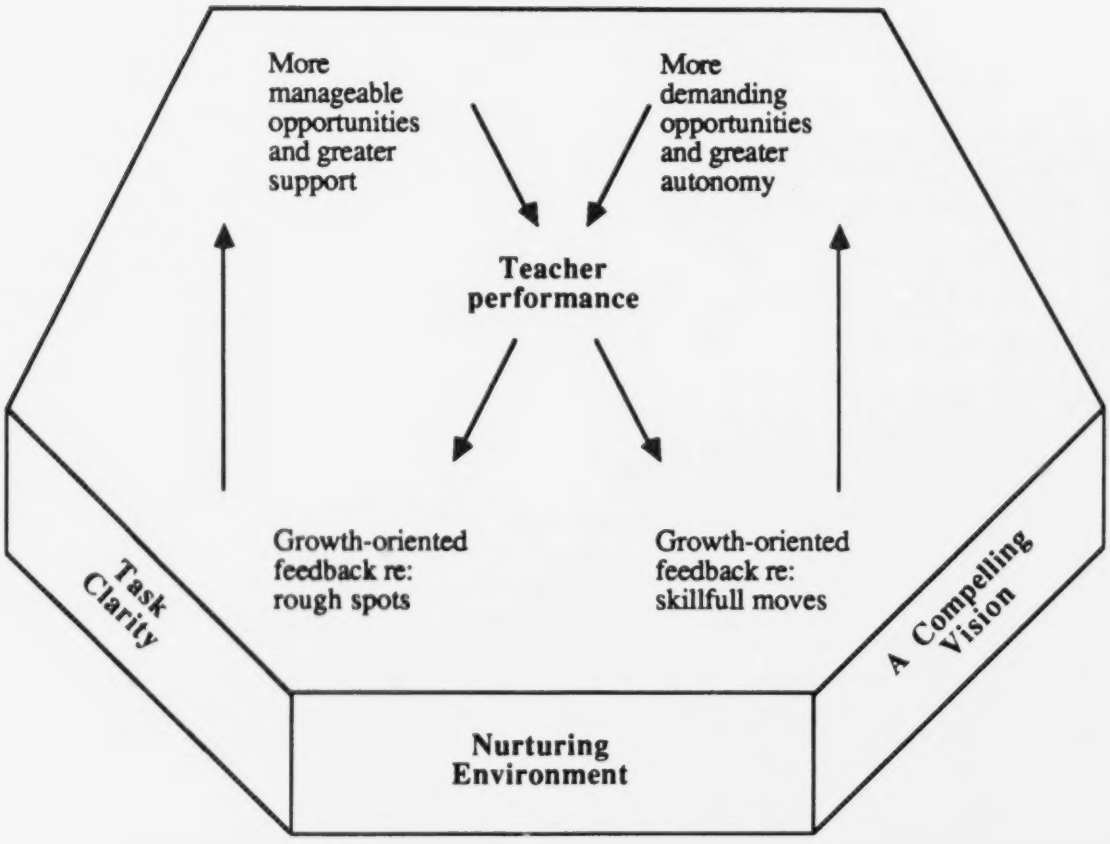


Since performance opportunities and the provision of growth-oriented feedback will not produce the desired results unless the foundational conditions are in place, the next three activities focus upon these conditions and what is involved in establishing them.

Five Key Ingredients of Successful Coaching Situations



How the Foundations of Coaching Fit Together



Coaching Defined

...face to face leadership that pulls together people with diverse backgrounds, talents, experiences, and interests, encouraging them to step up to responsibility and continued achievement, treating them as full-scale partners and contributors, and enabling them to use their own special skills and competence, then giving them enough room and time to do it...

Peters and Austin
A Passion for Excellence

ACTIVITY 2

Articulating a Compelling Vision

One of the characteristics of successful coaches is their ability to draw out the loyalties and efforts of others in achieving a valued end or purpose. They do this by clinging tenaciously to a limited number of clear goals, encouraging a strong sense of what is acceptable and not acceptable, and conveying steadfast confidence in each person's ability to achieve and excel. In this activity, participants will reflect on goals, values, and expectations that they are communicating to others.

Display the overhead "**A Compelling Vision**." Remind participants that compelling visions have three components:

- a limited number of clear goals
- strong sense of relevance of a particular set of values
- high expectations

Reproduction masters for handouts and overheads are provided following the Trainer's Notes.

Overhead 1

A Compelling Vision

has

- **A limited number of clear goals**
- **A strong sense of values**
- **High expectations**

Task 1. **Establishing Clear Goals.**
Goals provide the direction. If they are too abstract, the direction is fuzzy. If they are too concrete, they begin to prescribe the means rather than suggest a target. If too many goals are embraced, attention is divided. Effective coaches set no more than three goals and set them at an optimum level of abstraction.

Overhead 2

Goals Should Be

- **Perceived as worthy**
- **Broad enough to be embraced by all**
- **Focused enough to give direction**
- **Results oriented**

Ask participants to take five minutes to write down at least one and no more than three goals for their organization. Have participants refer to the overhead projection if needed. Each goal should be:

- perceived as worthy and noble
- broad enough so that all teachers can embrace it
- focused enough to provide direction to their work
- result-oriented rather than implying limitations on a teacher's individual style

If time allows, ask participants to work on stating their goals more succinctly and clearly. Have them form groups of three to five and pass out **Worksheet #1**. Participants should use this worksheet to help each other reframe their goals.

Worksheet 1

Worksheet # 1

Evaluating and Reframing Institutional Goals

1. **If a goal statement contains the word "and" or in any way sets more than one direction, it counts as more than one goal. Has this participant listed no more than three goals?**
2. **Are teachers likely to see each goal as worthy and perhaps even noble?**
3. **Is it broad enough so that all teachers can embrace it?**
4. **Is it focused enough to provide direction to their work?**
5. **Is it result oriented rather than implying limitations on a teacher's individual style?**

When they are through, get a quick report from each group so that participants can get a sense of the kinds of goals that others have selected. Ask them to take two minutes to brainstorm various ways of communicating these goals so that they are salient for teachers. Have each group report on one suggestion.

Task 2. **Shaping Values.**

Explain that people are often confused by the term "values." One way to get the concept across is to use the analogy of a game. The goal of most games is to get the highest score, but there are usually rules regarding what behavior is required and what is forbidden. In sports, players are alert to the kind of behavior their coaches encourage and the kind they condemn. A coach's convictions about behavior may or may not coincide with the formal rules, but they usually can best be understood in relation to such rules. Values are similar. They are convictions about what kind of behavior should be encouraged and what kind should be condemned, and they are usually best understood in terms of specific laws, regulations, conventions, or expectations that others have for proper and improper behavior.

Ask participants to return to their small groups to address two questions for each of the values so far identified:

- given such concepts as "time on task" and "high expectations" is it legitimate for coaches to express their commitment to these values?
- how can these values be effectively communicated?

Finally, ask each small group for a report. Since discussions of values are more complex and controversial than discussion of goals, be careful to avoid cutting off a group before it communicates the real flavor of its deliberations.

Task 3. **High Expectations.**

Alert participants that while communicating high expectations has important consequences, doing so is fraught with pitfalls. One reason is that there is a difference between communicating high expectations regarding the immediate future versus communicating high expectations regarding the long term. High expectations for the immediate future are usually unrealistic and those who fail to meet them may experience guilt or shame that not only forces them to feel miserable but also interferes with their effectiveness, their **ability** to improve, and their **motivation** to improve. On the other hand, holding up high standards for the long term may be seen as difficult but possible to obtain. If the environment is nurturing and individuals are provided with both performance opportunities and growth oriented feedback, then holding and communicating high expectations increases the likelihood that teachers will deliver high performance.

Another important distinction is between the **dimension** along which the high expectations are held and the **target-area** along the given dimension. Setting high expectations involves both of these concepts. For example, a president may be concerned about the national debt (that would be the dimension) and may seek to reduce this debt to around $140,000,000 (that would be the target area).

Ask participants to meet in their small groups to:

- identify dimensions along which they believe it makes sense to hold high expectations (remind them that such dimensions should be related to their choice of goals)
- identify the target area or standards along the identified dimensions

- check whether others in the group think the targets are too high
- brainstorm ways to communicate these expectations

Encourage participants to list on newsprint the dimensions, target areas, and ideas for communication. Finish with a report from each group.

Evaluating and Reframing Institutional Goals

1. If a goal statement contains the word "and" or in any way sets more than one direction, it counts as more than one goal. Has this participant listed no more than three goals?

2. Are teachers likely to see each goal as worthy and perhaps even noble?

3. Is it broad enough so that all teachers can embrace it?

4. Is it focused enough to provide direction to their work?

5. Is it results oriented rather than implying limitations on a teacher's individual style?

A Compelling Vision

has

- A limited number of clear goals
- A strong sense of values
- High expectations

Goals Should Be

- Perceived as worthy
- Broad enough to be embraced by all
- Focused enough to give direction
- Results oriented

ACTIVITY 3

Establishing a Nurturing Environment

Successful coaches know that most individual achievement comes from long hours of practice, self-sacrifice, and a willingness to accept criticism and try new approaches. They know, too, that coaches hold crucial responsibility for establishing a supportive environment that encourages self-sacrifice and change. In this activity, participants will analyze some of the specific characteristics and qualities of the nurturing environments established by effective coaches.

Nurturing environments have at least four identifiable components: structure, individualization, personal accessibility, and support. This activity contains one or more activities for each of these components. Display the overhead **"A Nuturing Environment."** Reproduction masters for the briefing sheet and overheads are provided following the Trainer's Notes.

Overhead 1

A Nurturing Environment

has

- **Structure**
- **Individualization**
- **Personal Accessibility**
- **Support**

Task 1. **Structure.**
Explain that a coach's responsibility for providing structure includes both setting limits and clarifying roles. In a large group setting, ask participants to brainstorm examples of limits that it might make sense to set in a school setting. Then ask what school roles are ambiguous enough to require clarification—especially for new teachers or staff.

Task 2. **Individualization.**
Form groups of three. To revitalize the group, you may choose to ask people to find partners who haven't already been working together. When everyone is in trios, ask them to count off by three's (i.e., one person should be #1, the next person number #2, the third, #3). Explain that this activity is designed to increase their sensitivity to various types of individual differences . Each person will work on **one** type or dimension of difference. That person's task will be twofold:

- to give a clear example of how some people from his or her school (or institution) differ from each other along their assigned dimension
- to describe some ways he or she could act differentially with at least two or three of these individuals as a result of their respective standing on the dimension (note: they can ask for ideas from the other members of their small group)

Overhead 2

Dimensions of Differences

- **Strength**
- **Needs**
- **Working Styles**

Assign the dimensions as follows:

#1 differences in strengths
#2 differences in needs
#3 differences in working styles

If time permits, ask for a report from each group. Otherwise, summarize briefly on what you overhear in the groups.

Task 3. **Personal Accessibility.**
In a large group setting, explain that there are three aspects of personal accessibility, visibility, physical accessibility, psychological accessibility

Overhead 3

Personal Accessibility

- **Visibility**
- **Physical Accessibility**
- **Psychological Accessibility**

Indicate that the first short activity will focus solely on visibility. Get the group to brainstorm ways school leaders can increase the extent to which they are experienced as a frequent actual physical presence. The leader may wish to record the group's ideas on newsprint or a chalkboard.

Task 4. **Physical Accessibility.**
To increase participant sensitivity to the extent to which leaders are shielded behind physical barriers, ask the whole group to brainstorm ways they themselves remember being discouraged from talking to individuals in leadership positions.

After the list-making activity slows down, focus attention upon the other side of the coin. Point out that when leaders make themselves too available, they use up too much of their time. Therefore, it is useful to be aware of ways that leaders bring meetings to a conclusion after a reasonable amount of time has been spent (reasonable being defined in terms of the context).

Make two separate lists, one titled "Making Time Count" and the other "Ending Meetings Graciously." Ask two participants to come up to record the group's contributions (one on each flip chart). Ask participants to brainstorm for both lists, but to indicate upon which list each of their contributions should be placed.

Task 5. **Psychological Accessibility.**
Ask participants to form groups of three and assign one person to be "A," another "B," and a third "C." Distribute the briefing sheet "**The Frustrated Art Teacher**" to "A's" only and ask them to read it. After they have read through it, ask them to play the art teacher described in the briefing sheet. Ask those designated as "B's" to play the principal, and those designated as "C's" to serve as observer.

Briefing Sheet

The Frustrated Art Teacher

In your preservice teacher education program, in your graduate program, and in your inservice workshops, you have been taught to use the discipline-based art education (DBAE) approach advocated by the "Getty Report." According to this approach, elementary students and non-art major secondary students should have four components to their art program:

- art history
- opportunities to grapple with (and exposure to a range of answers to basic "aesthetic" questions such as "What is beauty?")
- opportunities to grapple with and apply conventional criteria for evaluating art
- opportunities to produce art

However, the 63 year old central administration curriculum specialist in charge of art education belongs to the "old school" that restricts art education solely to the last of these—opportunities to produce art—which puts exclusive emphasis upon the process of creating the art at the expense of helping students look objectively at the resulting product.

You believe that the curriculum specialist's approach is too narrow. You are aware that the "old school" approach was a reaction against the time when art teachers insensitively crushed the egos of young students who showed meager talent; but you believe, first, that they can learn art criticism concepts and criteria without having their own work demolished, and second, that they can learn to apply these concepts and criteria to their own work in such a way that they can not only maintain and enhance their egos but also use the conclusions they develop to focus future efforts. In short, you believe that the curriculum specialist's position is preventing you from helping your students become artistically literate.

If there were not such an oversupply of art educators, and if the art curriculum did not find itself in such a fragile position in the eyes of school boards throughout the country, you would take a brave stand or seek another job. However, you are realistic and you are not ready to risk your job over what you believe is right. Nevertheless, you hope to convince your principal to allow you to enrich the orthodox curriculum and to defend such enrichment if the curriculum specialist finds out about it. Of course, you are aware that enrichment is not quite the right term; it implies that you would merely be **adding** or going beyond the orthodox curriculum, when in fact the part of the DBAE approach that calls for helping students evaluate their products flatly contradicts the principle underlying the "old school's" process-only approach.

The principal has set aside time in response to your request for a meeting to discuss the school art program.

Explain that psychological accessibility refers to the extent to which your skill at **active listening** allows others to feel that they can talk freely with you about their ideas and dreams as well as their concerns and feelings. The principal's ("B's") task in this activity is to practice his or her active listening skills; the observer's ("C's") task is to observe how well the principal does and to conduct the review session that follows the role play.

After the role play, ask the observers to conduct the review sessions. Suggest that the observers start by asking the teachers to indicate at what points they felt they were really being heard, and at what points they felt the principal was either pursuing his or her own agenda or getting caught in a solution-giving mode (as opposed to a listening mode). The teachers and the observers ought to exchange the first several comments before the

principals rush in to defend themselves. Clarify that it is the observer's job during the review session to put the brakes on overeager principals.

After four or five minutes, ask small groups to report their experiences.

Task 6. **Objective Facts and Subjective Reactions.**
Using the overhead "**Giving Support**" as a reference, explain that the act of giving support can be divided into four parts:

- demonstrating that you have heard and understood the objective facts impinging upon the individual
- ascertaining that you have an accurate understanding of his or her subjective reactions to those facts
- providing access to potentially helpful resource persons or materials
- providing data-based reassurance

Overhead 4

Giving Support

- **Demonstrate an understanding of the objective facts**
- **Ascertain that you understand the person's reactions to them**
- **Provide access to resources**
- **Offer reassurance**

Indicate that this activity will deal with the first of these two types of support—those dealing with objective facts and subjective reactions. These are similar to but go beyond active listening. When giving support, coaches first test out the accuracy of their attempts to summarize the key objective facts. After teachers have corrected the summary or confirmed that they are accurate, coaches either test out their inferences as to the teacher's subjective reactions or ask questions to discover how the teacher feels about the key facts. Of course, the sequence is not always as neat and tidy as described here. The important point is that coaches ensure that they have developed a correct view of the objective facts and the teacher's subjective reactions.

To sharpen their ability to carry out this aspect of giving support, ask participants to return to the case of the frustrated art teacher. Those who played the teacher should now act as observers, those who acted as observers should now play the role of principal, and those who played the role of principal should now play the role of teacher. The new "teachers" should receive and be given a moment to review the teacher's briefing sheet.

After the role play, the observers conduct the review sessions focusing upon the extent to which those playing the role of principal correctly carried out the first two parts of giving support. As before, the observers are to begin by checking with those who played the role of the art teacher. After four or five minutes, ask small groups to report their experiences.

Task 7. **Resource Persons and Materials.**

Explain that sometimes it is enough for a person with a concern to know that someone else has attempted and succeeded at understanding the objective facts and the person's subjective reactions to those facts. They may not want any help in solving the problem. And solving the problem for other people is ultimately not as supportive as it might appear to be. It does not increase problem-solving capacity if the opportunity for growth is taken away. People can grow from being informed and often appreciate being informed about resource persons and materials that might prove helpful. Here is where leaders have a real opportunity to be creative. The best resource persons are not always the ones with authority, and they are not even necessarily the ones who have the most expertise. It may be someone who faced a similar situation, even someone who faced a situation that was **structurally** similar but involved a different content.

To sharpen skill in this aspect of providing support, ask participants to brainstorm resource persons and materials that would be appropriate to suggest to the frustrated art teacher.

Task 8. **Data-Based Reassurance.**

The third part of providing support is giving data-based reassurance about the person's capacity to achieve his or her goals. The idea here is an alternative to giving a mere "testimony of faith," i.e., reassurance without data. To give data-based reassurance, coaches must:

- be careful to limit the reassurance to events they consider highly likely (which may be no more than that a first step will be taken)
- be able to point to observations, logic, or other reasons (beside "gut feelings") that justify their confidence in giving the reassurance

This means that if they don't have the supporting data, they shouldn't be providing the reassurances.

To sharpen their ability to carry out this aspect of giving support, ask participants to return for the last time to the case of the frustrated art teacher. Everyone should assume the part he or she has not yet tried. Again, the new "teachers" should receive and be given a moment to review the briefing sheet.

After the multiple role play, have the observers conduct the review sessions, this time focusing upon the extent to which those playing the role of principal correctly applied the principle of giving data-based reassurance. As before, observers are to begin by checking with those who played the role of the art teacher. After two or three minutes, ask small groups to report their experiences.

A Nurturing Environment

has

- Structure
- Individualization
- Personal Accessibility
- Support

Dimensions of Differences

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- Needs
- Working Styles

Personal Accessibility

- Visibility
- Physical Accessibility
- Psychological Accessibility

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The principal has set aside time in response to your request for a meeting to discuss the school art program.

Giving Support

- Demonstrate an understanding of the objective facts
- Ascertain that you understand the person's reactions to them
- Provide access to resources
- Offer reassurance

ACTIVITY 4

Expressing Task Clarity

Task clarity has three components as conveyed to team members by successful coaches: clarity about what to do, clarity about how to do it, and clarity about how the task relates to institutional goals. In this activity, participants will assess the degree of task clarity present in their own work settings and explore ways of improving clarity in on the job performance.

Task clarity has three components as outlined on the overhead provided:

- clarity about what to do
- clarity about how to do it
- clarity about the connection between separate skills, integrated performance, and institutional goal achievement

A reproduction master for the overhead is provided following the Trainer's Notes.

Overhead 1

Task Clarity

means

- **Knowing what to do**
- **Knowing how to do it**
- **Seeing connections between the task and institutional goals**

It is the last component that is most likely to be overlooked by leaders. This component can be thought about in two ways:

- how to combine separate skills into a smooth, integrated performance
- how the performance of a particular task is related to the institution's top two or three goals

Task 1. Leaving participants in small groups, divide the room into two halves. Have each group on one side of the room come up with an educational task that is complex enough to require the smooth integration of several separate skills. When the members of a group have identified such a task, they are to discuss ways to help those who have to perform this task become more effective at achieving a smooth integration. Examples might include:

- effective lesson design (i.e., Madeline Hunter model)
- inquiry teaching
- use of classroom routines to maximize academic learning time

Ask each group in the other half of the room to identify a task performed by teachers that might at first appear unrelated to the institution's top two or three goals. When the members of a group have identified such a task, they are to discuss ways of demonstrating a clear connection (or to acknowledge that there isn't one). Examples might include:

- time on task
- monitoring pupil progress
- expectations for completed homework assignments

This should be a short activity. End the activity by conducting a quick inventory of those groups that came up with something that they want to share.

Task Clarity

means

- **Knowing what to do**
- **Knowing how to do it**
- **Seeing connections between the task and institutional goals**

ACTIVITY 5

Providing Competency-Based Opportunities to Perform

Effective coaches do not push their players beyond their capabilities. Instead, they rely on their skills in defining (or measuring) "where a person is" to set a new goal for personal achievement. In this activity, participants will place selected instructional practices on a "risk continuum" and assess the likelihood of failure, the severity of consequences, and the amount of support necessary to promote safe practice.

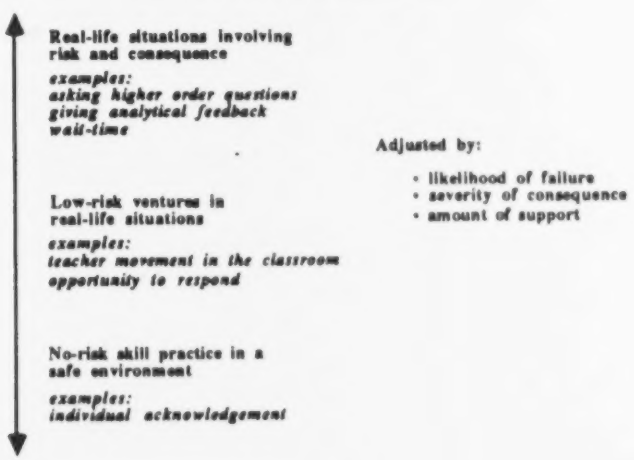
Task 1. In the whole group, brainstorm instructional skills that are difficult enough to master well that it makes sense to provide teachers with training opportunities through which they can increase their skill. Record the suggestions on a blackboard or flip chart for use later in this activity. Examples might include:

- higher order questioning skills
- cooperative group learning activities
- wait-time

Project "**The Risk Continuum.**" A reproduction master is provided following the Trainer's Notes.

Overhead 1

The Risk Continuum



Indicate that opportunities to perform can be placed along a continuum related to the degree of risk involved. At one end are skill-practice activities conducted in a nurturing environment. At the other end are high-risk ventures in which failure could result in disastrous consequences. Coaches make heavy use of three portions of this continuum:

- skill practice activities that are conducted in a safe training environment in which experimentation is encouraged and none of the activities are "for keeps"
- low-risk ventures that present opportunities to try out skills in a real-life context. Failure is unlikely to lead to serious and lasting consequences
- normal risk ventures that give opportunities to try out skills in a real-life context, and the risk and seriousness of failure is measurable, but not major

Indicate that the extent of risk can be adjusted in three different ways:

- selecting situations that differ with respect to the likelihood of failure
- selecting situations that differ with respect to the severity of consequences
- increasing or decreasing the extent of support provided (Note that the degree of support can be adjusted both by having someone physically present to provide backup and by having someone review the venture in advance with the teacher, looking at objectives, resources, potential pitfalls, possible options, etc.)

Ask participants to meet in small groups to work on designing or classifying performance opportunities. Assign about a third of the groups to work on designing skill-practice opportunities, another third to work on identifying naturally existing, low-risk performance opportunities, and the remaining third of the groups to work in identifying normal-risk ventures and then coming up with ways of converting them into low-risk ventures. All groups should refer to the list of skills brainstormed at the outset of this unit to provide suggestions for performance opportunities.

The Risk Continuum

Real-life situations involving risk and consequence

examples:
asking higher order questions
giving analytical feedback
wait-time

Adjusted by:

- likelihood of failure
- severity of consequence
- amount of support

Low-risk ventures in real-life situations

examples:
teacher movement in the classroom
opportunity to respond

No-risk skill practice in a safe environment

examples:
individual acknowledgement

ACTIVITY 6

Giving Growth-Oriented Feedback and Follow-Through

Good coaches help their players achieve their potential by taking an accurate measurement of their present performance, suggesting practices that might compensate for deficiencies or build on existing strengths, and providing immediate and accurate feedback on the progress made toward achieving their goal. Fewer missed shots, effective blocking, and more shots on goal tell the story in athletic competition. More student learning activity, less teacher talk, and increased use of wait-time can make a big difference in the classroom.

In this activity, participants will learn to apply a three-part framework for planning to give growth-oriented feedback and follow-through on teacher performance.

Growth-oriented feedback has three components:

- a distinction between cause-effect relationships and value judgments
- a distinction between a person and that person's behavior
- candor

Reproduction masters for the handout and overhead are provided following the Trainer's Notes.

Overhead 1

Growth-Oriented Feedback

- **Distinguishes between cause-effect relationships and value judgements**
- **Distinguishes between a person and his/her behavior**
- **Is candid**

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Task 1. **Cause-Effect Relationships vs. Value Judgements.**
Ask participants to form groups of three and have them assign one person to be "A," another "B," and a third "C." Ask everyone to read the handout titled "**The Trials and Tribulations of Tammy's Teacher**." After they have read through it, ask those designated as "A's" to play Kyle Anderson, those designated as "B's" to play Pat Brooks, and those designated as "C's" to serve as observer. The "A's" should start out defensive, and then respond to what unfolds. The "B's" are to initiate the meeting and handle the situation the way a good coach might. Since growth-oriented feedback focuses upon cause-effect relationships rather than value judgements, the "C's" should pay special attention to the extent to which the "B's" do either.

Briefing Sheet

The Trials and Tribulations of Tammy's Teacher

Carla Robinson has called Pat Brooks, the principal of East Side Middle School, to complain about Kyle Anderson, one of her child's teachers. Robinson has acknowledged that Tammy is visibly overweight and at least a tad stubborn, but she doesn't believe that there is any excuse for a teacher to ridicule her child, especially in front of the class. After getting Robinson to describe her version of what happened, Principal Brooks promised to look into the situation and call her back.

To get perspective, Brooks talked with Anderson's teammate and obtained essentially the same story. On Monday, Tammy had come into class without having completed any of her homework. Then, after the class had been given half an hour to work on developing a 60-second story to present to the class, during which time both teachers had circulated to provide help to those who requested it—and Tammy had made no request—Tammy openly refused to stand in front of the class to tell her story. (She was the fifth person called upon, and the others had been cooperative without incident.) The conversation went something like this:

Kyle: "Tammy Robinson."

Tammy: "I need to wait until tomorrow."

Kyle: "It's your turn now."

Tammy: "I'll do it tomorrow."

Kyle: "I said now!"

Tammy: (defiantly) "No!"

Kyle: "Look, Tammy, you didn't do your homework, and you aren't going to wiggle out of this. Stand up and do the best you can."

Tammy: (shakes head negatively, and her eyes begin to water.)

Kyle: "Tammy, here's the way it is, you have no self-discipline. If you want to eat, you eat. If you want to skip your homework, you skip your homework. Sooner or later someone needs to make you do what you're supposed to do whether you like it or not and today's the day, and I'm the someone."

At this point, Kyle's teammate interrupted, "Time out! Come on, Tammy, you and I are going out in the hall. We will come back later and at that point, Tammy will tell her story." The teammate reported that she took Tammy out in the hall, explained to Tammy that she would help her work on her story, but that Tammy would eventually need to return and tell the story in front of the class. Tammy cooperated, the two of them discussed and improved the story, and Tammy did one rehearsal. They then went back into the classroom and Tammy told her story without further incident.

Stop the multiple role play after three or four minutes, and ask the "C's" to conduct the role play review session, focusing first upon the extent to which the "B's" rendered value judgements. Among other things, this means asking the "A's" how they felt when value judgements were made. Next, the "C's" should focus upon the extent to which Pat Brooks helped Kyle Anderson recognize cause-effect relationships, again asking the "A's" how they felt when the discussion focused upon cause-effect relationships.

Provide time for an exchange of ideas regarding how a good coach might have proceeded.

After three or four minutes of review session, ask several groups to report out on what happened.

Task 2. **The Behavior vs. the Person.**

A second characteristic of growth-oriented feedback is focusing on a person's behavior rather than his or her personality. Indicate that the **"Trials and Tribulations of Tammy's Teacher"** will once again be used to work on this aspect of feedback. This time, those who were teachers are to be observers, those who were principals are to be teachers, and those who were observers are to be principals. Again, those playing Kyle Anderson are to start out defensive, and then respond to what unfolds. Those playing Pat Brooks are to initiate the meeting and handle the situation the way a good coach might, using both the distinction between cause-effect relationships and value judgements and that between behavior and personality. Those acting as observers should pay special attention to the extent to which the new principals do any of these.

Stop the role plays after three or four minutes, and ask the observers to conduct the role play review session, focusing first upon the extent to which the principals avoided value judgements and personality-oriented comments and successfully focused upon behavior and cause-effect relationships. The observers should rely upon the teachers for information about how each felt. Provide a few minutes for groups to exchange ideas about how a good coach might have proceeded.

After the review session has been underway four or five minutes, ask several groups to report out on what has happened.

Task 3. **Candor.**

The third essential characteristic of growth-oriented feedback is candor. Candor means being direct and to the point—eliminating all the hemming and hawing and statements like "This hurts me more than it hurts you," and "I'm only saying this to you because I really care about you." It also means disregarding not only your lack of comfort, but also your desire to find a way to soften a blow or to avoid saying something that someone else will resent. In short, it means shooting straight without fuss or apology.

For the last time, ask participants to use the "**Trials and Tribulations of Tammy's Teacher**." Everyone now has the chance to serve in the role he or she has not yet tried. This time, the principals will have to try to keep all three of the characteristics of growth-oriented feedback in mind, and they will have only two minutes to do so, since they now have lots of ideas to guide them. While the observers should also consider all three characteristics, they should pay special attention to the extent to which the principals shoot straight, without fuss or apology.

Stop the role plays after two minutes, and ask the observers to conduct the final review sessions. Then, in a large group setting, ask a few groups to make some final comments on their cumulative experiences with this case.

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Growth-Oriented Feedback

- Distinguishes between cause-effect relationships and value judgements
- Distinguishes between a person and his/her behavior
- Is candid